

# LCDA IPV/SV Staff Training Session June 25/02

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## AGENDA

9:00 am – 9:30 am	Review Articles	2
9:30 am – 10:00 am	Review Informed Consent Form & Protocol	3 - 8
10:00 am – 10:30 am	Interviewing Techniques	9 - 13
10:30 am – 10:45 am	Break	
10:45 am – 11:00 am	Using a Tape Recorder	14 - 16
11:00 am – 11:40 am	Conducting an Interview	17
11:40 am – 12:00 pm	Feedback Session	
12:00 pm – 1:00 pm	Lunch	
1:00 pm – 1:30 pm	Training Session	
1:30 pm – 1:45 pm	Feedback Session	
1:45 pm – 2:15 pm	Training Session	
2:15 pm – 2:30 pm	Feedback Session	
2:30 pm – 2:45 pm	Break	
2:45 pm – 3:15 pm	Training Session	
3:15 pm – 3:30 pm	Feedback Session	
3:30 pm – 4:00 pm	Training Session	
4:00 pm – 4:15 pm	Feedback Session	
4:15 pm – 4:30 pm	Wrap Up	

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Prepared by:  
**Centro de Evaluación**  
The University of Oklahoma - School of Social Work  
1005 S. Jenkins Ave., Rhyne Hall  
Norman, OK 73019  
405 325 0442

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# Articles

Britten, N. (2000). Qualitative interviews in health research. In (C. Pope & N. Mays, Eds.), *Qualitative Research in Health Care* (2<sup>nd</sup> ed.), London, England: BMJ Books.

- ❑ Qualitative interviews require considerable skill on the part of the interviewer
- ❑ In-depth interviews are less structured, cover only one or two issues but in detail
- ❑ Questions would be based on what the interviewee said and focus on clarification and probing for detail
- ❑ The aim is to discover interviewee's own framework of meanings
- ❑ Need to remain open to the possibility that the concepts and variables that emerge may be very different from those that might have been predicted at the outset
- ❑ Try to be interactive and sensitive to the language and concept used by the interviewee and keep the agenda flexible
- ❑ Go below the surface of the topic being discussed, explore what is being said in as much detail as possible, and uncover new areas or ideas that were not anticipated at the outset of the interview
- ❑ It is best to start with questions that the interviewer can answer easily and proceed to more difficult or sensitive topics
- ❑ Interviewer needs to consider how he/she is perceived by the interviewee and the effects of personal characteristics such as class, race, sex, and social distance on the interview
- ❑ Novice interviewer needs to notice how directive he or she is being, whether leading questions are being asked, whether cues are being picked up or ignored, and whether interviewees are given enough time to explain what they mean

Malterud, K. (2001). Qualitative research: Standards, challenges, and guidelines. *The Lancet*, 38, 483-488.

- ❑ Qualitative research method involve systematic collection, organization, and interpretation of textual material derived from talk or observation
- ❑ Specific challenges in qualitative research include:
  - reflexivity – the interviewer's perspective influences how he or she interprets the responses given to his/her questions
  - preconceptions – affects how the interviewer conducts the interview process
  - theoretical frame of reference – theories and knowledge used to interpret the information being provided in the interview
  - metapositions – strategies used by interviewer to distance personal biases from the interview process
  - transferability – the extent the information from the interview can be applied beyond the research setting

## Informed Consent Form

It is imperative that once the interviewee has agreed to participate in the interview, he/she is given a copy of informed consent form to read, sign, and date before the interview takes place. Without the interviewee's signature, the information generated from the interview cannot be used to determine the services available to Latino victims of Intimate Partner Violence (IPV)/Domestic Violence (DV). Such interviews must be discarded from the interview database and completely destroyed.

When negotiating with an agency the time to conduct the direct/indirect service provider interview, send a copy of the informed consent form to the agency. The agency may need a copy of the form in order to provide clearance before an interview can be conducted.

Always bring extra copies of the informed consent form. You don't know when you may need them.

Upon completion of an interview, a copy of informed consent form signed and dated by the interviewee must be sent to Centro de Evaluación at the University of Oklahoma (Fax: 325 7072).



DATE:

Informed Consent Form for research conducted under the auspices of the University of Oklahoma - Norman, Campus

Community Service Providers

You are being asked to participate in a community service provider interview, as part of a study conducted by The Latino Community Development Agency and Dr. David Barney of The University of Oklahoma. The interview will be lead by an interviewer who will ask you some questions about your experience and your agency's experience working with Latino clients who present with treatment issues related to Intimate Partner Violence/Sexual Violence (IPV/SV). The interview will also cover issues such as services available through your agency, your use of culturally competent practices, and your perception of Latino IPV/SV in the Oklahoma City area, as well as your knowledge of other resources available to clients of IPV/SV. We also want your opinions about the best ways that the Latino Community Development Agency can help women/men who have a history of partner violence. We would like to improve the services available to the Latino Community and need your ideas to aide in the development of a culturally appropriate intervention geared to Latino women/men who have a history of partner violence.

*You must be 18 years of age or older to participate in this study.*

Confidentiality: Your name will not be used in any publication that may result from this study. Your agency will only be identified by the services that you offer to those affected by IPV/SV and will be listed in a resource manual accordingly.

Participation in the interview is voluntary. If you decide to participate, you have the right to end your participation at anytime during the interview. Additionally, you are not expected to answer all the questions asked during the interview. You may refuse to answer any question. There is no compensation for participating in this interview

If you would like more information about the study, you may call Dr. David Barney (Principal Investigator) at 405-325-1398 or Betty Duran at 405-325-0442. Both will answer any questions you may have about the interview. If you have any questions about your rights as a research subject, call the University of Oklahoma's Office of Research Administration - Institutional Review Board at (405) 325-4757 or email at [irb@ou.edu](mailto:irb@ou.edu).

By signing below, you are agreeing to take part in the community service provider interview. Please make sure that all your questions have been answered and that you understand the purpose of the interview. Your voluntary participation does not release the principal investigator, institutions(s), sponsor(s), or granting agency from their professional and ethical responsibility to you.

The interview will last approximately 45-minutes and will be audio tape recorded.

**I agree to participate in this study.**

**I allow my participation to be audio-taped.** *(Please check box if you agree)*

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Printed name of person obtaining consent

# Protocol

- Familiarize yourself with the protocol in order to facilitate the interview process
- Remember – the protocol is to be used as a guide to gather information about direct and indirect services that are available to the Latino victims of IPV/DV in the Oklahoma City area.
  - you can ask follow-up questions as needed based on responses provided during the interview to obtain further information
  - you don't have to ask every single question in the protocol – use it only as needed

Please ask any questions you may have regarding the protocol

**Protocol for Direct and Indirect Intimate Partner Violence/Domestic Violence  
(IPV/SV) Service Provider Interview**

Agency	
Interviewee	
Service Category	<input type="checkbox"/> Direct Service Provider <input type="checkbox"/> Indirect Service Provider
Interviewer	

Hello, I am \_\_\_\_\_ and I work with Latino Community Development Agency. The Latino Community Development Agency is a Neighborhood Services Organization established in 1991. LCDA creates programs and services to fill gaps left by the local health and human service system, targeting the needs of Latinos in central Oklahoma, particularly those who face language and cultural barriers in accessing resources and services. The LCDA with the support of the University of Oklahoma and the Centers for Disease Control and Prevention in Atlanta is developing a program to address the problem of intimate partner violence among Latinos. We are interested in identifying what direct/indirect services exist for the Latinos who are experiencing intimate partner violence in order to identify the possible gaps. We appreciate your collaboration. Do you have any questions before we start?

## Questions

1. What term is preferred in identifying those who experience intimate partner violence in your agency – “intimate partner violence” or “domestic violence?”
  - What makes it a preferred term?

2. What are your agency’s policies on staff safety or applicant’s (client, consumer) pending legal issues that would prohibit abused clients from accessing your services?

3. How often has your agency assisted the victims/perpetrators of IPV/DV?
  - What about the Latino victims of IPV/DV?
  - What is the percentage of families that your agency serves that are affected by IPV?

4. **Ask question 4 if the agency attends to Latinos victims of IPV/DV, otherwise go to question 5.**
  - Have you identified any differences among Latinos compared to non-Latinos regarding:
    - Context of IPV/DV?
    - Causes of IPV/DV?
    - Mode of occurrence?
    - Outcomes of IPV/DV?

5. What type of service(s) does your agency provide for the victims of IPV/DV?
  - Volume of service per month?
  - Do your services satisfy the need?
    - Does your agency turn people away?
    - How many?
    - What is the reason for turning them away?
  - Demographics:
    - Race of the victims
    - Ethnicity of the victims
    - Social economic status characteristics
    - What proportion served are Latinos?

6. Does your agency work with other agencies that provide direct services to Latino victims of IPV/DV?

- What agencies (name)?

**Ask the following two question regarding each agency named by the service provider:**

- In what capacity?
- How often?

<p>7. How would a client with IPV/DV history qualify for services offered by your agency?</p> <ul style="list-style-type: none"> <li>• What about providing assistance in cases where the client with a history of IPV/DV is not a US citizen or legal resident alien?</li> </ul>
<p>8. What would a client with IPV/DV history need to know in order to qualify for services in your agency?</p>
<p>9. What would a service applicant with limited English proficiency who has a history of IPV need to know to access your services?</p> <ul style="list-style-type: none"> <li>• How would he/she find this information?</li> </ul>
<p>10. What steps have been taken to make the services culturally competent /accessible?</p> <ul style="list-style-type: none"> <li>• Has the staff received any training to make the service culturally appropriate for Latino victims of IPV/DV?</li> </ul> <p><i>If the answer is No</i></p> <ul style="list-style-type: none"> <li>• Are there any plans in for providing such training in the future?</li> </ul>
<p>11. Do you believe that the incidence of IPV/DV is the same for Latinos and non-Latinos?</p> <ul style="list-style-type: none"> <li>• If yes, how do you explain the differences?</li> </ul>
<p>12. What are your sources of referrals for clients with limited English proficiency who seek help because of IPV/DV?</p>
<p>13. What resources would your agency need in order to be in a better position to provide services to Latino clients who seek help because of partner violence (including those who have limited English proficiency)?</p>

**REMEMBER**

Thank the interviewee for participating and contributing his/her time. Ask the interviewee if he/she has any questions for you. Provide the interviewee with a phone number to contact if he/she thinks of any comments or questions. Thank the interviewee again.

# Interviewing Techniques

## Scheduling An Interview

- IMPORTANT:**
- Let the potential interviewee know that the interview will be taped
  - Let the potential interviewee know that the interview will be kept confidential
  - Tell the potential interviewee about the informed consent form

**In order to manage the interview process you can do the following:**

- Maintain a log of agencies to be contacted

Agency	Contact Person	Phone/e-mail	To be contacted by

- Maintain a log of interviews to be conducted

Agency	Contact Person	Phone/e-mail	Interviewer	Date

- Maintain a log of completed interviews

Agency	Interviewer	Date	Copy of Informed Consent Form Sent to OU

## Conducting An Interview

### *Listen*

- ❑ Even though the interview is being recorded, it is imperative to actively listen to the interviewee's response
- ❑ Listening shows the interviewer that his/her time and input are important to you
- ❑ Active listening will allow you to take notes that can be used to ask important follow up questions

### *Take notes*

- ❑ Do not try to rely on your memory alone – you may not remember the all important points
- ❑ Notes are needed to formulate the necessary follow-up questions
- ❑ Notes can minimize the primacy-recency effect – it's where the interviewer remembers only first and last part of interviewee's response which inhibits formulation of adequate follow up questions
- ❑ It will prevent you from repeating the questions regarding topics that the interviewee has already answered elsewhere during the interview session
  - Time – waste time by going over information that has already been provided
  - Credibility – affects how you are perceived by the interviewee

### **Hearing Versus Listening**

Hearing is apprehension of sound while listening involves attention to information being conveyed

Active listening involves providing verbal and nonverbal cues to the interviewee concurrently with paying attention to information he/she is conveying

### **Some Common Errors in Listening<sup>1</sup>**

1. Formulating a response while giving peripheral attention to incoming communication
2. Inattentive listening resulting from fatigue and personal preoccupations
3. Inattentive listening resulting from disinterest in client's message; lack of listening motivation (*e.g. the interviewee states that they don't have any Latino clients and the interviewer loses interest*)

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<sup>1</sup>Kadushin, A., & Kadushin, G. (1997). *The social work interview: A guide for human service professionals* (4<sup>th</sup> ed.). NY: Columbia University Press. (p. 60)

## Ask Questions

- Use open-ended questions to generate a detailed response
- Use closed-ended questions to generate a specific response - generally the response is either yes or no:
  - Do you provide housing facilities to victims of IPV/DV with families?
  - Have you had any experience working with Latino victims of IPV/DV
- Both the open or closed-ended questions can be used in various series of combinations

### Purpose of Questioning<sup>1</sup>

1. Obtain information
2. Check the validity of information
3. Acts as an icebreaker – to get the interview rolling
4. Confirm or disconfirm a hypothesis

### Open-ended Questions begin with:

What  
Where  
When  
How  
Why

**Note:** Avoid using *why* questions if you can. It is often considered being critical or judgmental and may inhibit the interviewee's response to other questions during the rest of the interview

### Open-ended followed by closed ended question

What type of service(s) does your agency provide for the victims of IPV/DV?

Does your agency turn people away?

### Closed-ended followed by open ended question

Does your agency work with other agencies that provide direct services to Latino victims of IPV/DV?

What are the agencies that you work with?

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<sup>1</sup>Kadushin, A., & Kadushin, G. (1997). (p. 236)

## Advantages and Disadvantages of Open and Closed-Ended Questions

<b>Open-ended Questions<sup>1</sup> p. 240</b>	
Advantages	Disadvantages
Takes advantage of the fact that interviewee is the participant who has the most detailed knowledge about the situation	Provide inefficient access to data, particularly when the interviewee is rambling, disorganized, and chatty.
Provide the interviewee's point of view of the problem	Risk failure to obtain specific detailed content
Maximize interviewee participation	Present a more difficult format for an inexperienced interviewer
Require the interviewee to provide elaboration in responding	Can be difficult for interviewee because they require a memory search, retrieval, and organization of response

<b>Closed-ended questions<sup>2</sup> p. 240</b>	
Advantages	Disadvantages
Provide more efficient access to information when time is limited	Lead to short answers
Helps interviewer regain control of a the interview from a rambling and talkative interviewee	Provide limited information
Help interviewer to obtain explicit information	Provide interviewee with little opportunity to volunteer potentially important information
Provide an inexperienced interviewer with an easier format	Encourages passive restricted participation on part of the interviewee

### *Paraphrase*

- To help clarify the information provided by the interviewee
- To help both interviewer and interviewee to understand that they are discussing the same topic

### *Remember*

- Use questions to gather and organize information
- The protocol is just a guide, you can adjust your questions according to the interviewees' response
- Beware of primacy-recency effect during the interview → take notes

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<sup>1,2</sup>Kadushin, A., & Kadushin, G. (1997). (p. 240)

## Some Myths & Facts About Communicating Clearly<sup>1</sup>

**Myth:** We're born knowing how to communicate effectively.

**Fact:** An infant can and does communicate well with different types of cries that parents and caregivers quickly learn to interpret. But to communicate clearly as an adult, he/she needs to learn certain skills.

**Myth:** Communication takes place when one person talks and the other person listens.

**Fact:** When one does all the talking and the other does all the listening, it is a monologue. Communication between two people is an exchange of facts, thoughts, feelings, or emotions, conveyed by the written or spoken word or by body language. Communication requires leaving room for questions or comments.

**Myth:** Active listening involves keeping your ears open and your mouth shut.

**Fact:** Active listening is much more than hearing; it is giving the other person the feeling that you're listening to him/her. Active listening involves eye contact, body posture, (leaning forward), verbal acknowledgement, and appropriate facial expressions.

**Myth:** Saying yes and no enhances active listening.

**Fact:** Saying yes and no can be taken as signs of agreeing or disagreeing and don't enhance active listening unless the person has asked for your opinion. Words that facilitate active listening (such as "tell me more") connect the listener and speaker and ask the speaker to keep going.

**Myth:** Paraphrasing helps the listener feel listened to.

**Fact:** Paraphrasing helps the listener feel understood. Use the techniques described for active listening. Then paraphrase what he/she said, using opening such as "in other words," "you mean," or "let me see if I understand you."

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<sup>1</sup>McConnell, E. A. (2001). Myths and facts about communicating clearly. *Nursing*, 31(4), 74.

## Using a Tape Recorder

- ❑ High quality tapes are less likely to jam, break, or distort voices
- ❑ Standard cassette recorders have better sound quality than micro cassette recorders
- ❑ Do not use 120 minute tapes – they are thinner than 60 and 90 minutes tape and are more likely to break
- ❑ Check batteries-weak batteries will cause recording speed and volume to fluctuate
- ❑ Make sure your tape recorder works - test the recorder each time before doing any recording, otherwise you might end up with a blank tape at the end of the interview
- ❑ Do not forget to put batteries in the tape recorder
- ❑ Make sure your tape recorder is on
- ❑ Bring extra tape and batteries as backup. Better still, use new batteries each time you record an interview
- ❑ Do not use Voice Activated Recording feature on your tape recorder (if it has one) since it will cut off first few seconds of the interviewee's response
  - the feature also may not function if the interviewee has a very soft voice and may result in the interview not being recorded at all
- ❑ Turn off your cell phone - focus on the interview
- ❑ In the event the interviewee receives the phone call:
  - turn the tape recorder off
  - don't forget to turn it back on again when the interview resumes
- ❑ Position the microphone on the tape recorder away from any noise sources such as an air conditioner-request that any television or radio that is on to be switched off
- ❑ If your tape recorder does not have a auto-reverse feature, don't forget to change sides
- ❑ Try not to glance too often towards the tape recorder to check if it is time to switch side for the tape – this inhibits the interviewee from relaxing and takes away your focus from the interview

- ❑ If possible, avoid recording interviews in restaurants or other places where there is a lot of external noise
- ❑ Remember that you are more interested in recording interviewee's response than your own questions
  - place the tape recorder close to the interviewee and aim the microphone towards him or her
- ❑ Some models have tape counters built in them.
  - use this feature of the tape as your friend
  - reset the to "000" when you start recording
  - you can jot down the numbers on the counter when the interviewee responds to your questions on your note pad. Example: "243 – *ethnic differences among IPV/DV victims.*"
  - it will help you save time when you search for a particular point mentioned by the interviewee when reviewing the tape
  - remember to reset the counter to "000" again when switching sides for the tape.
- ❑ Remember to mark the tapes when you take one out and put another one in – you don't want to record over an interview
- ❑ After the interview has concluded, mark the tapes clearly and break the recording tabs located on top of the tape – this will ensure that the tape will not be erased by accident, and file it properly in a safe place



- ❑ Make using your tape recorder a second nature.
    - ❑ Familiarize yourself with all the buttons.
- ❑ This will keep the technical details of using the tape recorder from getting in the way of the interview and make you more relaxed as an interviewer.
- ❑ Your ease with operating the equipment and asking questions at the same times will reflect back to the interviewee and make them more comfortable.
- ❑ Fumbling with buttons on the tape recorder shows you do not know what you are doing and may affect your credibility

## Interview Checklist

### Check for the following before you leave to conduct the interview

- tape recorder
- check tape recorder is working
- check that a new blank tape is in tape recorder
- extra new blank tapes
- new battery
- extra new battery
- counter set to "000"
- copy of the interview protocol
- copy of informed consent forms
- note pad
- pen

### Check for the following before you begin to conduct the interview

- turn **off** cell phone
- turn **off** external sources of noise if possible (radio, television, etc)
- the interviewee reads, signs, and dates the informed consent form
- turn **ON** the tape recorder

# Conducting an Interview

## (Demonstration)

Successful interviews rely on two ingredients: content and conducting<sup>1</sup>

Content – topics and questions covered in the interview

Conducting – the way interviewer covers the content

During this session you will observe a mock interview. You will be provided with a vignette of the interview. Use the protocol and the vignette as guides to follow the interview. Pay attention to how the interviewer probes the interviewee to gather the information that is provided on the vignette. The interviewer will not have a copy of the vignette. You shall be asked to fill the interviewer evaluation sheet and provide feedback to the interviewer upon completion of the interview regarding the interview process.

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<sup>1</sup>Goodale, J. G. (1982). *The fine art of interviewing*. Englewood Cliffs, NJ: Prentice-Hall.

## Interviewer Evaluation Sheet

Indicate how many times did the interviewer used the following techniques appropriately or inappropriately:

<u>Techniques</u>	<u>Appropriate</u>	<u>Inappropriate</u>
Open-ended questions	<input type="text"/>	<input type="text"/>
Closed-ended questions	<input type="text"/>	<input type="text"/>
Nonverbal Communication	<input type="text"/>	<input type="text"/>
The use of tape recorder	<input type="text"/>	<input type="text"/>

What were the techniques the interviewer used well?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What are the techniques the interviewer needs to improve upon?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_